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| **Chd 205** | **Objective One: *Students will define ‘self-regulation’ in young children and describe strategies that can be used in an early childhood setting to aid children in their ability to self-regulate.*** | | |
| **Activity 205 A: Understanding self-regulation in young children**  **Resource:** READ the article*"Self-Regulation: Cornerstone of Early Childhood Development"*  Answer the following questions:  1. What is meant by 'external supports' as a child develops in his/her ability to self-regulate? 2. How does a child's temperament impact his/her ability to self-regulate? 3. Describe, in your own words, the term 'goodness of fit' and how 'goodness of fit' might aid teachers in selecting strategies to facilitate children as they develop their ability to self-regulate  **Activity 205 B: Understanding sensory processing**  **Resource:** READ: Handouts *Sensory Processing Disorder* *Checklist and* *Strategies*  (Lickey)  **Resource:** VIEW the videoonline: *What is Sensory Disorder*? (2.5 min.) (*http://www.youtube.com/watch?NR=1&v=6O6Cm0WxEZA&feature=endscreen)*  **Resource:** *Kids Included Together (KIT)*  VIEW the video segment on ‘Using pictures to Enhance Activities’ (2.5 min.)  *http://www.kitonline.org/html/training-individual/elearning-instructional-videos.html*  Describe the strategies that were being used in the video, and discuss how those activities would be helpful for children who experience sensory disorders. If you are working with children, *choose one visual aid to implement in your classroom and report back on the outcome.*  If you are not currently working with children, read Sarah’s story below and choose one visual aid to create and explain how you would use that aid to create a sense of order and calm for Sarah in the following scenario:  *Sarah is a child with many sensory issues. She tends to be hyper-sensitive to noise, new textures or foods and does not like changes. Sara has a difficult time with transitions from one activity to another and will continually ask her teachers, ‘When is lunch?’ or ‘When do we go outside?’ throughout the day. Her pre-occupation with when activities will occur keeps her from joining in and choosing appropriate activities for the current scheduled time, such as center time. What visual aid could you create to help her? Explain how you would use it to help Sarah*. | | | |
| **Criteria** | ***Accomplished*** | ***Emerging*** | ***Attempted*** |
| *1. Explains ‘external supports’ in terms of self-regulation* | Clearly describes ‘external supports’ with examples of child behavior | Explains the term ‘external supports’ | Some reference to the term and its meaning |
| *2. Explains temperament in terms of self-regulation* | Clearly explains different types of temperament with examples of child behavior | Explains what temperament means and refers to child behavior | Some explanation of temperament in young children |
| *3. Explains ‘goodness of fit’ in terms of self-regulation* | Clearly explains goodness of fit in selecting strategies for children; includes examples of child behavior | Explains the term goodness of fit; some references to child behavior and teacher strategies | Some reference to the term and its relationship to child behavior |
| *Reports on implementation of visual aid activity with children OR explains use of visual aid for Sarah* | Detailed report of implementation with several examples; OR detailed explanation of activity for Sarah | Report of implementation, with at least one example | Attempted implementation; some reference to practice |
| **Comments:** | | | |